



Information for Middle Years Programme coordinators and teachers

General

IB virtual community

Preparing an investigation into water quality with a teacher from another school? Looking to encourage students to share their experience about the personal project with other students elsewhere in the world?

The IB virtual community (IBVC) offers IB stakeholders the ability to connect, communicate and collaborate with one another. Features of the IBVC include blogs, wikis, discussion forums, file uploading, individual profiles, the ability to form groups and other social networking functionality.

A gradual roll-out of the IBVC started on 30 August 2010, with the aim of making the platform accessible as a tool to Middle Years Programme (MYP) and Diploma Programme (DP) schools and PYP, MYP and DP teachers over the next couple of years. The IBVC is also available for IB alumni and other IB-affiliated volunteers and educators. The site is available in English, and will be available in French and Spanish from November 2010.

The IBVC has been developed in partnership with ePals, Inc™ (www.epals.com), an education technology company that offers K-12 schools, teachers, students and parents a safe and secure global online communications and collaboration solution. IBVC members will be able to extend their learning experiences with the ePals Global Community™ that consists of more than 600,000 educators and reaches more than 25 million students and parents in 200 countries and territories.

If your school is interested in joining the IBVC, please contact the IBVC team at ibvc@ibo.org. They will contact you about possible scheduling options. For more information and a screen cast tour, please visit <http://ibo.epals.com>.

The new IB authorization and evaluation process

The IB has just completed a revision of its authorization and evaluation processes, a redesign that will result in a process that is:

- simpler to understand
- consistent over time
- consistent across the IB community
- positive and supportive.

To this end, a complete suite of authorization documents has just been published, to be followed by evaluation documents in the course of November. These documents represent the redesigned authorization and evaluation processes. For the main features of this new process and further information please see <http://www.ibo.org/become>.

MYP publishing guides in other languages

A number of documents are being translated by the IB and published in languages other than English, Spanish, French and Chinese. The MYP *Language A guide* (January 2009) was published on the online curriculum centre (OCC) in March 2010 in Arabic and German. The Russian version was

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Middle Years Programme coordinator's notes

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published in June 2010. All MYP guides will be available in Arabic by the end of 2010.

The following documents will be published in Japanese during 2010 and 2011.

- *Language A guide* (2010)
- *MYP: From principles into practice* (2010)
- *Guidelines for developing a school language policy* (2011)
- *Programme standards and practices* (2011)
- *Personal project guide* (2011)

IB learner profile teacher support material

In November 2009, a working party was convened by the continuum team at IB Cardiff to explore how the IB can increase support to IB World Schools relating to their learner profile practice. The revised *IB programme standards and practices* (2010) strengthen expectations for the learner profile and as a result of recommendations from the working party, the IB developed and is currently piloting a learner profile teacher support material (TSM) using a wiki platform. Therefore, this publication can be regularly updated. This learner profile wiki was developed through collaboration with the goal of engaging the IB's learning community to further extend learner profile resources available to schools. Schools use a template to submit samples of their learner profile practice providing the context of and reflection on the sample. Each contribution is posted in the language in which it was developed.

The pilot phase of the learner profile TSM wiki started in September 2010 with approximately 25 schools. Feedback during the pilot phase will inform further developments to the TSM wiki and it is expected that it will become available to all IB World Schools in March 2011.

Billing arrangements in schools

Coordinators are reminded to update the arrangements for IB billing on IBIS, with particular attention to identifying the appropriate school contact.

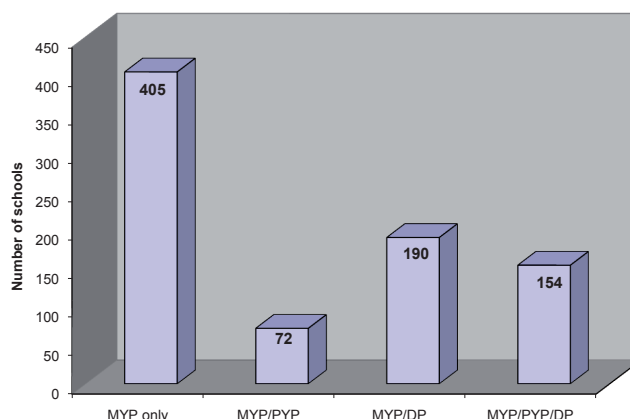
Number of MYP schools

As of September 2010 there were **821** IB World Schools offering the MYP (including partner schools) in **75** countries. A list of schools that have been authorized since the May 2010 issue of *MYP Coordinator's notes* can be viewed on the IB's website at www.ibo.org. A directory of all IB World Schools is also available on the site.

Of the 821 IB World Schools offering the MYP, 154 are authorized to also offer both the PYP and the DP. See diagram 1 for a breakdown.

Diagram 1

Other IB programmes in conjunction with the MYP



MYP committee

The MYP committee meets annually, with the venue alternating between global centres. The MYP committee consists of IB staff and school representatives from all regions of the IB. Issues that need to be addressed between meetings are discussed via email, teleconferences, and so on. Full details of the terms of reference for the MYP committee can be found in the "B2" section of the *MYP Coordinator's handbook 2010–2011* (August 2010). The most recent face-to-face meeting took place on 18–19 February 2010. A virtual meeting took place on 1–30 September 2010. The next meeting will take place on 14–15 February 2011 in Cardiff.

The chair of the committee is Dr Julie Martel, principal at Pacific Beach Middle School in California, USA.

For 2011, the schools' representatives to the committee are listed below.

- IB Africa, Europe, Middle East: Mike Weston, International School Groningen, the Netherlands
- IB Asia-Pacific: Adam Heath, Kristin School, New Zealand
- IB Americas: Meg Venckus, Chicago Public Schools, USA

News

Welcome

Sean Rankin started work at the IB on 1 September 2010. He is the new curriculum and assessment manager for sciences and physical education. He comes from Murray Bridge High School, South Australia to the MYP team in The Hague with a depth of knowledge and experience as an MYP teacher, administrator, and workshop leader in the IB Asia-Pacific region.

Fond farewells

Veronica Illa left the IB Cardiff office in June 2010. Veronica worked in the MYP team in Cardiff for over nine years as acting head of MYP and as curriculum and assessment manager for sciences, mathematics and technology. Her experience, knowledge, enthusiasm and love for the programme will be missed by her colleagues. Veronica has relocated to Switzerland to pursue new personal and professional challenges in the forthcoming few years.

Francesca Morse-Burns has left the MYP department after working for two years as a resource development officer. She has joined the PYP department and will take her skills and positive approach to life to that team.

MYP: the next chapter

The IB is looking to review the programme structure for the last years of the MYP. The aim is to provide a structure that more clearly enables students to be successful in further IB studies and facilitate schools in combining the MYP with requirements of national/state systems. The new structure will offer an innovative, concept-based and appropriately assessed programme for 14–16 year olds that fully reflects the IB principles of teaching and learning.

Schools will be involved in these developments and information will be communicated during the course of the project.

Assessment review

The review of MYP assessment will complement the “next chapter” project.

In five years, the moderation process will develop so that **all** MYP schools will moderate assessment to some extent. This does not mean that all schools will be involved with the process currently known as ‘moderation’. Costs will eventually be reduced by using e-coursework technologies, online training modules for moderators, and by spreading the cost across more schools. The future moderation processes will be completely different to the current processes of monitoring of assessment and moderation. Details of procedures and costs will only become available after further research and then piloting with schools. Schools are advised to check each edition of *MYP Coordinator's notes* for the latest developments in this review.

Initial research with schools from across the MYP world has indicated that no one solution meets the needs of all MYP schools. The schools questioned did express a strong interest in the IB exploring a range of electronic assessment tools.

The initial comparison of MYP–DP grades for MYP 2007 and DP 2010 students look promising, although the MYP figures reflect only the small number of MYP schools that moderate. See the table at the bottom of this page.

The value of the MYP in terms of ATL skill development and experience in the personal project may be a contributory factor in the performance of DP students in the **extended essay**, as can be seen from the grade comparisons below from 2010.

Grade	Ex MYP %	All candidates %
A	18.4%	13.9%
B	28.3%	24.7%
C	36.0%	37.1%
D	16.5%	22.0%
E	0.7%	2.3%

The MYP team will be working towards greater consistency of assessment criteria across subjects, in addition to investigating the development of interim criteria to support the published interim objectives for years 1 and 3.

MYP command terms

A recommendation from the “MYP: Avoiding the gap” project was to provide schools with documentation that would allow them to better understand the relationship between the MYP and the DP. One of these relationships relates to the use of the DP command terms. As a result, the MYP team has developed a document that will explore the relationship between the DP command terms and their role in the MYP. This document aims to provide MYP schools with a standardized and comprehensive list of command terms and advice for their use in teaching and learning. This publication will be published in December 2010.

	2007		2008		2009		2010	
Result DP	All candidates	MYP	All candidates	MYP	All candidates	MYP	All candidates	MYP
Pass rate	79.3%	85.6%	79.1%	87.2%	78.8%	87.7%	78.0%	85.2%
Students achieving 40+	6.0%	6.3%	6.1%	8.1%	5.4%	6.9%	5.2%	6.7%
Pass rate bilingual diploma	25.3%	35.2%	25.4%	37.7%	24.5%	36.6%	24.1%	39.9%

MYP online moderator training

There will be a significant change in the way that MYP moderators are trained and assessment is standardized from 2011. For a number of years moderators have received face-to-face training at standardization meetings in the three IB regions. However, these meetings were considerably disrupted in 2010 due to unforeseen world events. It is a logical step, therefore, to establish high-quality online training courses, which will have many advantages over previous practice. The courses will be developed in a Moodle™ environment, led by experienced senior moderators and monitored by IB Cardiff staff. The adoption of an online approach will enable moderators to undertake the training in their own time, while also eliminating the need to spend time away from school and their families. In addition, greater consistency will be achieved between regions as a result of the merging of geographical groups. Coordinators are encouraged to recommend teachers as moderators via the *Teacher recommendation form* on the subject page of IBIS.

MYP assessment

Developing modified assessment criteria

The MYP provides a framework of aims, final (year 5) objectives and assessment criteria for each subject group, that act as a reference point for schools to develop their curriculum. This framework focuses on knowledge, conceptual understandings, skills and attitudes to be developed with students by the end of the programme. The assessment criteria allow teachers to measure and assess the level of student success in reaching the objectives of each subject group. It is important to notice that there is a direct correspondence, or alignment, between each assessment criterion with each corresponding final objective: objective A is aligned with criterion A, objective B with criterion B, and so on. This correspondence, or alignment, is an important aspect to consider when developing interim objectives and modifying assessment criteria for years 1–4.

The year 5 MYP objectives and assessment criteria are already aligned, but schools must develop a coherent framework of interim objectives and aligned modified assessment criteria for years 1–4 of the programme. However, it should be noted that schools might choose to use year 3 objectives and criteria in year 2, and year 5 objectives and criteria in year 4. The MYP provides schools with examples of interim objectives for years 1 and 3 for all subject groups; these are published as appendices to the subject group guides on the OCC. Schools may use these examples, or may choose to develop their own interim objectives for years 1–4.

When developing modified assessment criteria for years 1–4 of the programme, schools should refer to the “Assessment” section in *MYP: From principles into practice* (August 2008). This section (specifically page 45 in the PDF version) explains the rationale for developing modified criteria and the importance of aligning the modified criteria with the interim objectives. It

also lists points teachers must follow when modifying criteria and aligning with interim objectives (see page 46 of the PDF version).

The following aspects of developing modified criteria are emphasized.

- Assessment criteria should be modified in years 1–4 of the MYP (see previous note regarding years 2 and 4). This is best done through the use of rubrics.
- It is vital that the modified assessment criteria should be developed from the interim objectives, whether these are the published exemplar interim objectives or interim objectives developed by the school. Any modification of criteria must stem from, and be aligned with, modified objectives.
- Every strand of each interim objective must be represented in the modified criteria. The year 5 assessment criteria in the subject groups should be used as a model for how the strands of the objectives are represented in the criteria for that subject.
- Modification in years 1–4 can involve changing or defining the language in the level descriptors to make it more comprehensible to students and to adjust the achievement level expected of students.
- The words in bold in the level descriptors indicate the difference between the achievement levels in each assessment criterion. The gradation in the value statements in each of these levels should remain the same and should clearly differentiate degrees of achievement.
- Both the words in bold and in plain font in the criterion level descriptors can be changed.
- Assessment criteria cannot be modified in year 5 of the MYP but can be clarified (task-specific clarification), making the criteria specific to a unit of work. For example, in arts it is expected that criteria A and B would be clarified for the unit of work they are being used to assess.

Schools are encouraged to post queries, share examples and engage in further discussion of the above on the OCC. MYP coordinators may seek further advice from IB Cardiff staff.

Task-specific clarifications

It is excellent practice, and highly recommended, to include what are referred to as additional task-specific clarifications for the more generally worded criteria in the guide. Remember that the criteria are written for a very wide range of tasks for a variety of schools, topics, courses and so on. So additional information that you give such as specifying how the criteria are applied to a particular task will be very helpful to students in understanding what is required in order to complete the task successfully. (In the arts, for example, this is actually required by moderators because the criteria are worded so generally.) Adding a task-specific clarification to each level descriptor (rather than rewriting it completely) to clarify your expectations is a good way of doing this. In this

way, it's also possible to see if you are structuring tasks that are complex enough to allow students to attain the top levels to the required standards.

During the final year of the programme, the final assessment criteria as published in each subject guide must be used when awarding levels. However, specific expectations of students for a given task must still be defined. Teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in humanities, teachers would need to clarify exactly what a "wide range of terminology" means in the context of a given assessment task. This might be in the form of:

- a task-specific rubric of the criteria, using the published criteria but with some wording changed to match the task
- an oral discussion of the expectations
- a task sheet that explains the expectations.

The important thing is that task-specific clarifications must be given at the beginning of the task so that students are completely aware of what is required.

When clarifying expectations, teachers must ensure that they do not alter the standard expected in the published criteria nor introduce new elements, and when awarding levels in year 5, teachers should always use the published criteria.

Examples can be found in a PowerPoint® on the MYP pages of the OCC, in the section: "Middle Years Programme presentations".

History of the Middle Years Programme

The history of the DP has been well documented over the last 42 years. However, there has been little written about the history and development of the MYP. The *History of the Middle Years Programme* was published in September 2010. The MYP community may be interested to see how the unique characteristics of this programme developed. Understanding the past may help curriculum developers to embrace the future. The words of Gérard Renaud are as relevant and inspirational today as they were over 20 years ago. The areas of interaction "illuminate the disciplines and enrich their perspective". "Learning how to learn and the development of the whole person are the guiding principles for this programme. The overall curriculum is designed to encourage moral development in our children and a sense of responsibility to the world community and its environment."

"This is the best niche, the age group where one could truly undertake international education, is the age group broadly from 11–16 because in the Diploma Programme, the examination is too near and demands the full attention of the student..."

A video of a presentation exploring the *History of the Middle Years Programme* can be found on IBtv via www.ibo.org.

MYP on Twitter!

MYP is now on Twitter. Members of the MYP community who are on Twitter can follow us at IBMYP. The advantage of Twitter is that automatic updates about the MYP can be sent directly to your email or even your mobile phone. This is only possible if you already have an account or you now sign up to have a Twitter account yourself. If you choose not to have a Twitter account, you can still read the updates by going to <http://twitter.com/IBMYP>.

Opening classroom doors project

A range of new online videos are available to help explain the IB programmes to key audiences, with teachers and students in schools across the world taking a starring role.

Opening classroom doors is a new professional development (PD) initiative that features a multimedia toolkit highlighting teaching and learning in 10 IB World Schools across 7 countries.

"This is a response to what IB teachers want to see," says Anthony Tait, PD director. "In PD evaluations, the feedback has been 'Please show us what it looks like in the classroom'. This project has given us the opportunity to document high-quality instruction."

This project has created a new resource for teachers, which shows the IB programmes in action. Available for use in IB workshops as well as by IB World Schools and educators, the resources include 30 short videos—a three-part video from each of the 10 featured schools—as well as unit plans, teacher materials, samples of student work and more. In the mix were four PYP schools, five MYP schools and one DP school. Those who, very generously, participated, shared their practice with other IB colleagues across the world in the spirit of reflection and collaboration.

Each video clip explores one part of the three areas of the MYP curriculum model—taught, written and assessed. They can be used to inspire teachers in developing teaching and learning in schools. They may also prove to be excellent discussion points. Teams of teachers may discuss how they would have approached planning and teaching in these areas and how they would develop what they have viewed.

The resources are available at: <http://professionaldevelopment.ibo.org>.

Expanding access, participation and performances in the IB programmes

The IB is making good progress in this access project funded by the Bill & Melinda Gates Foundation. The products and support for schools developed through this project will be made available globally, beyond the US, once the project is complete and has been evaluated. The Gates Foundation has funded the three-year project which aims to support teacher practice in grades 9 and 10 in order to increase the participation and performance of low-income and minority students in the DP.

The IB has identified three partner school districts in the United States to pilot and evaluate new services.

Goals and Objectives

This project seeks to change the landscape for low-income and minority students who could enter and succeed in the DP, but who do not, because they are not exposed to challenging and rigorous educational opportunities in grades in the years leading up to the diploma. This project aims to support teachers in improving assessment practice and in designing curriculum that prepares students who have traditionally been prepared only for success on state level exams to the DP. The IB aims to increase participation of low-income and minority students in both certificate courses and in the full diploma in addition to increases in levels of performance.

In order to achieve the project goals, IB will:

1. improve teacher practice in designing curriculum and assessment that prepares students for the DP by developing new resources, professional development and instructional support
2. improve teacher access to resources for effective assessment design by developing online learning environments
3. synthesize new resource to offer a model for onsite professional support to teachers, which will result in changes in classroom practice.

The IB is developing resources aimed at MYP teachers in grades 9 and 10 and will focus on four key subject groups: language A, language B, mathematics and sciences.

A. Curriculum resources

This project will enhance support to teachers for good curriculum and assessment practice in grades 9 and 10 of the MYP by creating an interactive, online environment, which will provide teachers with the following.

- **A searchable collection of assessment tasks**, with a range of engaging, demanding summative assessment tasks, aligned with the DP assessments, and supported by formative assessments tasks and specific criteria for evaluation.
- **MYP units** will offer detailed, teacher-ready units to support teachers of grades 9 and 10 in preparing students for the DP. Each unit will promote rigorous, differentiated, subject-specific preparation for DP, while also providing practical tools and guidance for formative and summative assessment of students in grades 9 and 10 in the four key subject areas. IB is collaborating with Harvard Project Zero to develop these disciplinary resources.

B. Professional development

- Blended model for PD for assessment, scaffolding student learning, and alignment with the DP
- Online, individualized mentoring from MYP assessment experts

C. Website

- Secure, user-friendly online learning environment to deliver these new resources to participating pilot schools

D. Demonstration and delivery

- a. Pilot schools: The IB has partnered with eight high schools in three US school districts to pilot new resources. The school districts include Nashville Metro Public Schools, Palm Beach County Public Schools and Anne Arundel County Public Schools.
- b. Structures for improving classroom practice: In order to utilize the resources described above and improve student learning, the IB has partnered with Consortium for Policy Research in Education (CPRE) to support improvement of classroom practice. This model will synthesize the resources described above and provide professional learning structures to facilitate improvement of teacher's instructional practice. CPRE is also documenting the project in the pilot schools for evaluation purposes.

Turnitin: Discount for IB World Schools

Turnitin is a suite of tools to help ensure the originality of students' work. Turnitin OriginalityCheck™ compares students' work with a database of pages from the internet, previously submitted student work and journal articles. A colour-coded report is produced which shows both the original text and matching source.

Turnitin has an agreement with the IB offering all IB World Schools a 25% discount on the per student cost. The prices are as follows (discounts included).

Licence cost = \$510

Turnitin only cost per student (minimum 200 students) = \$0.90

For a quotation and more information contact:

Europe: sales@nlearning.co.uk

Rest of the world: sales@turnitin.com

Curriculum development

PowerPoint® presentations on the OCC

A selection of new PowerPoint® presentations has been placed on the OCC for schools to view. These can be viewed on the MYP pages of the OCC, in the section: "Middle Years Programme presentations" and may be useful for in-school professional development or for individual teacher learning. The four PowerPoint® presentations available are in the areas of unit planning, special educational needs, interdisciplinary teaching and learning, and task-specific clarifications.

Subject group reviews

Please also refer to the "Curriculum review cycle" section, included at the end of this document.

MYP coordinators are very much encouraged to recommend teachers for curriculum review because it is important to have representation from a wide variety of MYP practitioners. The electronic *Teacher recommendation form* on located under the **Subject** tab on IBIS should be used for this purpose.

Even if teachers are unable to participate in curriculum review meetings, coordinators are asked to encourage feedback to the MYP team about the existing guides and their usefulness in the implementation of the MYP in the classroom. Regarding the ongoing reviews, all comments should be sent via email to myp@ibo.org.

Humanities

The *Humanities guide* (2005) is currently under review with publication of the new guide due in 2012. Three meetings have taken place to date (May 2009, March and October 2010), involving humanities practitioners from each of the IB regions.

A report has been posted on the OCC, on the MYP humanities page, outlining the key changes. This report comes after five years of teaching of the guide and forms part of the development phase that involves guide writing and materials development. MYP teachers are encouraged to read the outcomes, developments and key proposals outlined and to offer feedback. Your feedback will be used to influence the thinking in the final curriculum review and TSM development meetings. Please contact myp@ibo.org with feedback.

Language B

The MYP *Language B guide* (2006) is currently under review with publication of the new guide due in 2012. Two meetings have taken place to date (July and November 2009), involving language practitioners from each of the IB regions. Two further meetings are taking place in September and November 2010 respectively.

A report has been posted on the OCC, on the MYP language B page, outlining the key changes and including drafts of the revised aims and objectives for language B as well as aims, objectives and criteria devised for classical languages, sign languages and revival languages. This report comes after four years of teaching of the guide and forms part of the development phase that involves guide writing and materials development. MYP teachers are encouraged to read the outcomes, developments and key proposals outlined and to offer feedback. Your feedback will be used to influence the thinking in the final curriculum review and TSM development meetings. Please contact myp@ibo.org with feedback.

Mathematics

The *Mathematics guide* underwent a mini-review in 2009. The purpose of this review was to allow for the synchronization of curriculum review cycles for mathematics in both the MYP and the DP. The main aim of this mini-review is to strengthen the continuum of mathematics teaching and learning across programmes. The new *Mathematics guide* is due to

be published in 2011 and the *Mathematics teacher support material* will follow shortly after.

Mathematics across the IB continuum

Mathematics across the IB continuum is now available (published November 2010) on the PYP, MYP mathematics and DP mathematics pages of the OCC. This support document provides guidance to teachers and school leaders to plan for effective and meaningful continuity in their mathematics course from MYP to the DP, together with connections from the PYP. It is designed to provide a structure to help schools vertically align their mathematics course with examples for reference and will include editable templates linked to the "Appendix" section to support the alignment process.

Sciences

MYP sciences has now begun a new review cycle for the publication of a new revised guide in 2014. Teachers interested in participating in this review should send their CV and a letter of intention to myp@ibo.org. Any comments or questions on the guide or support materials should be sent to myp@ibo.org.

Sciences-specific information

Important: The piece of writing generally referred to as the "one world assignment" or "one world essay" could take the form of a presentation (oral, PowerPoint® or multimedia) provided the task allows students to effectively reach the highest levels of criterion A. For the submission of oral and multimedia presentations to be acceptable, a written transcript of the presentation must accompany the work.

A common assessment task (such as a single piece of writing or one world essay, or a scientific investigation) can be presented for moderation for more than one science subject within the subject group (for example, for physics, chemistry and/or biology) provided the following conditions are met.

- Teachers of the different science subjects involved work collaboratively in the design of the task.
- The task allows students to develop the knowledge, skills, concepts and understanding expected from the sciences subjects involved.
- Teachers ensure that internal standardization is used to provide a common system for the application of the assessment criteria.
- Teachers make a note in the background information folder of the use of a common task and include copies of the task in the moderation samples of the respective science subjects.

Science across the IB continuum

Science across the IB continuum is due for publication in 2011. This document aims to articulate the IB position on teaching and learning science across IB programmes. As with *Mathematics across the IB continuum*, this will provide guidance to teachers and school leaders on planning and

developing meaningful and effective continuity in their science curriculums across programmes.

Technology

The new *Technology guide* review began in February 2010 for publication in January 2013. Coordinators are asked to encourage technology teachers to apply to be part of the review. Teachers can be recommended by coordinators by submitting a completed *C5 Teacher recommendation form* and CV on IBIS.

A new *Technology teacher support material* with additional samples of student work has been published and is available on the OCC. These samples support the current guide and show a variety of student work including design technology, computer technology and food technology samples. For those teachers who are multilingual, you may view the samples in all four languages: Chinese, English, French and Spanish.

Personal project

The new *Personal project guide* will be published in January 2011, followed by the *Personal project teacher support material* soon after. A report providing information about the major changes of the personal project has been published on the OCC.

MYP Coordinator support material

For the first time, the IB has published support material aimed at MYP coordinators. This was published on the OCC in August 2010. It contains an example interdisciplinary unit planner, example areas of interaction vertical planning documentation, and MYP coordinator case studies. This support material also complements the *MYP guide to interdisciplinary teaching and learning* (May 2010). The interdisciplinary guide is academic in its content, using case studies and a theoretical basis for the advice given. The *Coordinator support material* contains a short summary, written as a step-by-step guide, to planning interdisciplinary units.

It is important to note that the *Evaluating MYP unit planners* (August 2009) document was withdrawn from the OCC in August 2010. A rewritten version appears as part of this *Coordinator support material*.

MYP Coordinator's handbook

The *MYP Coordinator's handbook 2010–2011* (August 2010) is available on the OCC in both PDF and HTML formats.

Workshop leader resources update

Workshop leader resources are officially part of the MYP curriculum review cycle. These are published on the workshop resource centre (WRC), which is password protected for IB-approved workshop leaders only, and are designed to give workshop leaders the most up-to-date information for use in workshops and at conferences. Workshop leaders are advised to check the news items for the availability of the resources on the WRC. For feedback or questions, or to report

any problems or errors on the WRC, workshop leaders can contact the WRC team via email at wrc@ibo.org.

Following the publication of the *MYP guide to interdisciplinary teaching and learning* in May 2010, interdisciplinary teaching and learning workshop resources are now available on the WRC in English, French and Spanish.

Revised workshop resources for the personal project should be available early in 2011, in parallel with the new *Personal project guide*, which is due to be published in January 2011. These resources will also be aligned with the new global session guidelines developed for category 1, 2 and 3 workshops. These guidelines are now available under the tab "Session guidelines" in the section "Leading MYP workshops" of the WRC.

Recommended tasks and relevant student work that exemplifies all areas of the curriculum are also available on the subject-specific resources pages of the WRC.

Moderation and monitoring of assessment

Moderation reports

Schools have benefited from a significant enhancement to the moderation service from the June 2009 session. Moderation reports were available to view on IBIS following results issued on 1 September (1 February for the December session). This eliminates the need to send reports to schools via email.

Schools are asked to make it very clear to teachers that they should not attempt to contact moderators directly. Any queries relating to the reports should be sent to myp@ibo.org.

Moderation for school improvement

There is increasing anecdotal evidence from programme evaluation visits that those schools entering student grades for external validation through the moderation process are delivering outstanding programmes. The MYP assessment team has trained over 300 moderators and senior moderators, and the reports they produce for each subject registered at schools that moderate are detailed and useful in school-based curriculum review. In addition to ensuring global consistency between schools, moderation is an important process in helping schools to develop curriculums. Examples of moderation reports were posted on the OCC in December 2009. These demonstrate the formative nature of moderation, and show how registering can be a great benefit for the MYP in schools.

Classical languages

Modified criteria for classical languages have been developed, and teachers are encouraged to contact myp@ibo.org to request a copy of the draft criteria and to give feedback. The

criteria will be included in the next *MYP Language B guide* due for publication in January 2012.

Submitting electronic samples for moderation

Schools are encouraged to consider alternatives to paper-based moderation samples. Many have successfully submitted samples on CD-ROM, but additionally in the June 2010 session a number of schools uploaded samples using tools such as Basecamp™ and Google Docs™, thus eliminating the need to send any physical materials via the post. It is hoped that more schools will adopt electronic formats in the interests of reducing courier costs and environmental impact. Schools that would be interested in pursuing these options are asked to contact myp@ibo.org for further information.

IB websites

There are four important websites for MYP administrators, coordinators, teachers and heads of schools.

- <http://www.ibo.org>—IB website, for everyone, incorporating IB HeadNet for heads of schools and school principals
- <http://occ.ibo.org>—online curriculum centre (OCC), for teachers, MYP coordinators and administrators
- <http://ibis.ibo.org>—MYP IBIS, for MYP coordinators
- <http://store.ibo.org>—IB store, for everyone

Publications

What products are available to support IB programmes?

With so many products and publications on the market to support the IB programmes, it can be difficult to distinguish which are approved or endorsed by the IB itself. To help you make an informed choice, please take note of the three following categories.

1. IB materials

Only materials produced by the IB itself should carry the IB logo or say “International Baccalaureate”, both of which are registered trademarks. The IB will not give permission for its name or logo to appear on any product other than those produced by the IB. A publisher or a supplier has to be working in cooperation with the IB to be permitted to use an IB trademark.

Examples of IB materials are:

- IB publications available from the OCC or the IB store
- IB merchandise available from the IB store.

2. IB materials produced under licence

The IB produces some materials in cooperation with other publishers or suppliers. The IB endorses such products and has been involved in their development.

Examples of IB-endorsed publications carrying the IB’s “in cooperation with” logo include:

- *IB World Schools Yearbook* published by John Catt Educational Ltd
- *Global Issues* published by Oxford University Press.

3. Other products targeting IB World Schools

Several publishers and suppliers independently produce materials for IB World Schools. While it is reasonable for them to show that they intend their product to be for the IB market, it should not feature any IB logo or trademark. Without an IB “in cooperation with” logo, it may be assumed that no endorsement of content has been given by the IB and no collaboration has taken place in the development of the product or publication.

IB store

New features on the IB store

NEW – Bulk order discounts now available

NEW – Free flyers to download
(http://store.ibo.org/pages.php?page=free_downloads&group_name=Free+Downloads)

NEW – Follow the IB store on Twitter
(<http://twitter.com/IBstore>)

The IB store (<http://store.ibo.org>) offers a range of IB products and services for the MYP. Copies of all MYP publications are available to schools through the IB store, including starter packs, guides and teacher support materials.

Visit the store to sign up for the quarterly newsletter for MYP-specific products or to receive new product notifications.

Recent releases

MYP inquiry poster set

Posters UK£45/US\$72.90

These eye-catching, colourful and engaging, subject-specific inquiry posters for the MYP are designed to stimulate discussion in classrooms and challenge students’ perspectives on a number of subject-related ethical and global issues. The set contains a unique poster for each of the eight MYP subject areas and an additional personal project poster. Perfect for display in every MYP school!

MYP Sciences Taskbank

CD-ROM UK£104/US\$168.48

Developed in consultation with experienced IB teachers and moderators, the *MYP Sciences Taskbank* is the first in a brand new series of subject-group taskbanks on CD-ROM for the MYP. The CD-ROM contains investigation ideas, written assignments and test questions for all years of the MYP and is

aligned with the new MYP *Sciences guide* (February 2010). The taskbank covers each of the MYP sciences disciplines: biology, chemistry, physics and sciences.

MYP Assess

Workbook UK£6.95/US\$11.26

MYP Assess is an activity-based workbook for students in years 2 and 3 of the MYP. Through activities and reflections, *MYP Assess* encourages students to understand what constitutes assessment in the MYP setting. Students will learn through interesting activities how to assess for themselves, both inside the classroom and in real life. As with *MYP Interact* (July 2008), the workbook can easily be used within subject classes or within general tutorials.

Design cycle poster

Poster UK£5/US\$8.10

A great visual tool for MYP classrooms, this design cycle poster is technology-themed, taking inspiration from the various stages in the design cycle itself. Available in English, French and Spanish.

Forthcoming releases

There is a "New publication alert" facility available to keep up-to-date with new resources as they are published. To sign up to the publications relevant to you, visit the "New product alert" area of the IB store. Many publications also have sample pages available to download.

Language A Taskbank

CD-ROM UK£109/US\$176.58 TBC

Language A Taskbank has been developed in consultation with experienced IB teachers. The CD-ROM contains a large, searchable database of over 450 MYP language A tasks together with additional resources, unit planners, teacher notes, assessment tools and modified criterion tables. It also includes ideas for essays, responses to literature tasks and creative writing topics. The database covers a wide range of different genres and is suitable for all years of the MYP.

Available for January 2011

Mathematics Taskbank

CD-ROM UK£109/US\$176.58 TBC

Developed in consultation with experienced IB teachers and moderators, the *Mathematics Taskbank* CD-ROM contains a large, searchable database of approximately 750 MYP mathematics tasks together with additional resources, markschemes (for test questions), teacher notes, modified criterion tables and assessment tools. It also covers each of the five branches of MYP mathematics: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics.

Available for January 2011

MYP Interact (French)

Next April we will be publishing *MYP Interact* fully translated into French. Watch out for more details on the IB store.

The Changing Face of International Education: IB Innovations and Ideas

Edited by former director general of the IB, George Walker, this book explores current and emerging trends in the principles and practice of international education and relates them to innovative developments within the IB.

This book is aimed at educators who want to be up-to-date in their field, know about the latest developments happening across the IB and gain the motivation and insight they need to implement forward-thinking practices in their own schools.

UK£21.57/US\$34.94

Available for February 2011

In cooperation with other publishers

MYP Global Issues series 1–5

Workbooks UK£8.50

Published in collaboration with Oxford University Press (OUP), the *Global Issues: Project Organizers* series is a set of five, write-in interdisciplinary *Project Organizers*, one for each year of the MYP. Each project organizer is full colour and contains six units, each with a different topic drawn from the UN Millennium Development Goals and supporting international-mindedness.

Global Issues, Project Organizers 1-5 are available to purchase directly from <http://www.OxfordSecondary.co.uk/myp>.

New gift items

We have recently added some great new IB gifts to our range. They include:

- a twist action **Duo highlighter pen** multipack
- a **simple and stylish neoprene laptop sleeve**
- a **document/reading bag** great for younger students
- a hardback wire-bound **IB notepad**
- an **IB World School flag** for school properties
- an **IB World School plaque** for school properties
- a new style **conference folder**.

Find a full list of current IB gift items at: <http://store.ibo.org/index.php?cPath=21>.

Other news

Free downloadable sample chapters/flyers from the IB store

Many of our publications have sample chapters/pages available to download for free. See the product page on the IB store for details.

Free flyers can also be downloaded on the IB store to give out at workshops or to colleagues, students and parents. Visit the "Free Downloads" page of the IB store.

New bulk order discounts available—perfect for class set purchases

From September 2010, there are now a number of bulk order discounts available on a variety of products and publications on the IB store, perfect for customers purchasing class sets. See the product page for details.

Follow us on Twitter

For up-to-the-minute news and alerts, you can now follow us on our new IB store Twitter page (<http://twitter.com/IBstore>). Our account name is IBstore.

Contact

Visit the IB store at <http://store.ibo.org> where you can do the following.

- Find out more about the new titles for 2010
- Check out the best-sellers
- Learn how to place an order
- Read or leave a book or product review
- Sign up for new title updates and the IB store newsletter

Phone: +44 (0) 29 2054 7746

Fax: +44 (0) 29 2054 7779

Email: sales@ibo.org

Please note: All prices are accurate as of November 2010 but are subject to change. Please visit the IB store for latest prices.

Important update to intellectual property rules

The following document has been updated and contains important messages for schools about use of the IB's logos and trademarks: *Rules and policy for use of IB intellectual property*. Please note in particular section I "Trademarks and logos" and follow the link to the list of IB trademarks.

This is a restatement of a position that the IB has held for some time and, for the sake of the IB world community and of the IB's own reputation, the IB continues to take seriously schools' misuse of the IB's name and logo.

If your school uses a name that is different from the name by which the IB knows you (for example, as recorded on the school page on the IB's website), and contains an IB term (namely, "World School", "IB" or "International Baccalaureate"), please revert to the original name. **Any changes to school names taking place after the date of IB authorization must be officially requested and confirmed with the IB.** If in doubt, contact your regional office as soon as possible.

If your school uses any IB logo, other than the "IB World School" logo, on publications, stationery, advertising or its website, please see that it is removed. Also, remember to use the "IB World School" logo exactly as downloaded from the IB's website at "Communicating the IB", where you can also find the IB "banner" or "button" to enable you to link directly to your own web page on the IB's site.

Show the world that you are an "IB World School"

The presence of the International Baccalaureate® is growing throughout the world. We know that IB World Schools are justifiably proud of being part of the wider IB world, and hope that the recognition and regard for the schools offering IB programmes will also continue to grow.



To increase awareness of the IB programmes at your school, you can create visual links with the IB on your website and can use the IB World School logo (above), especially created and registered as a trademark for your use, on your stationery, advertising and publicity material. Many IB World Schools already display the logo on their websites, either on the homepage or on an information banner. The files and guidelines for use of the logo are available for you at: <https://www.ibo.org/communications/schools/downloads/logo.cfm>.

In addition to, or in place of, the logo you can add a link (in English, French or Spanish) to your school page on the IB website. This can be done by adding an IB banner (below left) or button (below right) to your website.



IB World School
Click here to view our official IB page
© International Baccalaureate Organization 2008



Visit our
IB page
www.ibo.org

These can be downloaded from <https://www.ibo.org/communications/schools/downloads/linkpage.cfm>. On the web page there are also instructions on how to place these on your school website and create the link to your school page. There are four different versions available to suit different styles of pages. By adding the link to your school page you enable potential students and parents who browse your site to verify quickly which IB programmes your school offers. You also provide them with the contact details for your school's IB coordinator and access to information about the IB's programmes.

When using the logos or links, ensure you follow the guidelines and make no changes to the graphics. If you have any problems with this, please contact web@ibo.org.

Please note that the IB reserves the corporate logo for itself (the IB button with the words "International Baccalaureate" alongside in one or three languages). It should never be used by schools.

The IB grant

The IB grant provides short-term grants for schools experiencing financial challenges or wanting to increase access to IB programmes.

Who can apply?

This fund offers grants to schools in the following two categories:

- **Category 1:** IB World Schools experiencing temporary financial difficulties owing to unpredictable circumstances beyond their control.
- **Category 2:** IB World Schools or implementing schools that can clearly demonstrate that they are significantly widening access to IB programme(s) and/or that they will be significantly broadening the diversity of the IB community.

Nature of the grants

Grants are short-term, valid for one year with a possible extension to two years maximum. Funds can be used for the training of teachers and administrators, the payment of the IB annual school fee for one or more programmes, or to support creative schemes to widen access and diversity.

Grants will take the form of a credit to the school's IB account to enable a rebate in fees, payment of workshop expenses in lieu of direct payments to the IB Organization on behalf of a school or education district or in lieu of reimbursement of costs incurred through schemes to widen access and diversity. Schools will be expected to submit a report after the funds have been expended.

The ongoing sustainability of an IB programme in the school is a key consideration in awarding a grant. Schools will not normally be eligible for more than two awards.

The IB grant committee

This committee will make recommendations to the director of access and advancement regarding grants to schools from this fund.

Criteria

In setting priorities for funding, the committee will consider:

- schools that provide access to a significant proportion of students from low- and middle-income countries (as defined by the World Bank)
- state schools in high-income countries that operate in areas of significant social challenge
- the long-term financial viability and sustainability of the IB programmes in the school.

Applications

Applications in 2010–2011 close on the following dates.

- 30 September 2010
- 30 March 2011

Application forms are available on the IB public website.

Updates or changes regarding the IB Grant will be posted periodically on the IB public website. (Please check on

About the IB>Access and Advancement>IB Grant or <http://www.ibo.org/accessandadvancement/ibgrants/>).

After completion, the form should be emailed to ibgrant@ibo.org at IB Singapore. Schools will be notified of the outcome of their grant application about one month after the application deadline. The Advancement division is responsible for the administration of the IB grant. Please address any queries to the Advancement office at ibgrant@ibo.org.

MYP curriculum review cycle

The MYP process of curriculum review follows a seven-year cycle. This includes an investigation (research) year, three years of curriculum review meetings and document development managed by the MYP team in Cardiff, and three years of implementation of the subject guide in schools before the cycle begins again.

Guides have been undergoing mini-reviews in the last three years, with shorter versions published. The purpose of these reviews is to reduce repeating information from *MYP: From principles into practice* (August 2008) and to allow for the synchronization of curriculum review cycles for all subject areas in both the MYP and the DP. All curriculum reviews include staff from each of the three IB programmes. In synchronizing subject reviews, there will be greater articulation between the programmes.

Schools are reminded that, to be considered as an IB World School, a school is **strongly** encouraged to offer **all aspects** of the MYP to **all** students in the years in which it is being offered. This may have implications for the curriculum review process within schools.

Subject	Publication date of next revised guide
Language A	January 2016
Language B*	January 2012
Humanities	January 2012
Sciences	February 2014
Mathematics	January 2011
Arts	January 2015
Physical education	January 2015
Technology	January 2013
Personal project	January 2011
<i>MYP: From principles into practice</i>	August 2015

*Publication date one year in advance, to align with DP group 2 review cycle.

Addendum for Spanish only

The technology criteria have been corrected in the Spanish version of the guide. The guides available for download on the OCC in PDF and HTML versions have been amended as follows.

Criterio B: Diseño

Nivel de logro	Descriptor de nivel
3–4	El alumno genera algunos diseños, justifica la elección de uno y lo evalúa AMPLIAMENTE en relación con las especificaciones de diseño

This criterion has been amended as follows.

Nivel de logro	Descriptor de nivel
3–4	El alumno genera algunos diseños, justifica la elección de uno y lo evalúa COMPLETAMENTE en relación con las especificaciones de diseño.

Criterio C: Planificación

Nivel de logro	Descriptor de nivel
1–2	El alumno elabora un plan que DETALLA ALGUNOS de los pasos o de los recursos necesarios, o ambos.

This criterion has been amended as follows.

Nivel de logro	Descriptor de nivel
1–2	El alumno elabora un plan que CONTIENE ALGUNOS DETALLES de los pasos o de los recursos necesarios, o ambos.

Criterio D: Creación

Nivel de logro	Descriptor de nivel
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5–6	El alumno usa de modo competente técnicas y equipos adecuados. El alumno pone en práctica el plan, justifica todas las modificaciones realizadas y obtiene un producto/solución de calidad APROPIADA utilizando los recursos disponibles.
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This criterion has been amended as follows.

Nivel de logro	Descriptor de nivel
5–6	El alumno usa de modo competente técnicas y equipos adecuados. El alumno pone en práctica el plan, justifica todas las modificaciones realizadas y obtiene un producto/solución de calidad ADECUADA utilizando los recursos disponibles.